



# MAGHULL HIGH SCHOOL – CURRICULUM MAP

## Coastal systems and landscapes

| TOPIC<br>Coastal systems and landscapes   | Week 1<br>The coastal system  | Week 2<br>Coastal processes   | Week 3<br>Coastal landforms   | Week 4<br>Sea level changes   | Week 5<br>Coastal management  | Week 6<br>Case study –<br>Holderness coastline   |
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|   | <b>Objective:</b><br>To investigate the inputs, outputs, flows and stores of the coastal system<br>To investigate positive and negative feedbacks in the coastal system<br>To investigate energy and sediment sources<br>To investigate waves | <b>Objective:</b><br>To investigate erosion, transportation, deposition, weathering and mass movement | <b>Objective:</b><br>To investigate landforms created by erosion and deposition | <b>Objective:</b><br>To investigate the causes of sea level changes including: climate, eustatic and isostatic resulting in submergence and emergence of coastlines | <b>Objective:</b><br>To investigate how hard and soft engineering can protect the coast | <b>Objective:</b><br>To investigate the Holderness landscape, landforms and management |
| Assessment /<br>Feedback<br>Opportunities | Q and A<br>2018 Q3.2<br>2021 Q3.4 (20 marks)  | Q and A<br>2018 Q3.2<br>2019 Q3.2<br>2023 Q3.3  | Q and A<br>2023 Q3.3<br>2019 Q3.3<br>2021 Q3.3<br>2018 Q3.4 (20 marks)          | Q and A<br>2022 Q3.1<br>2020 Q3.2<br>2022 Q3.2<br>2018 Q3.3   | Q and A<br>2019 Q3.4 (20 marks)<br>2021 Q3.4 (20 marks)<br>2022 Q3.4 (20 marks)         | Q and A<br>2019 Q3.4 (20 marks)<br>2021 Q3.4 (20 marks)                                |
| TOPIC<br>Coastal systems and landscapes   | Week 7<br>Humans and the coast<br>– Odisha coastline  |   |   |   |   |  |
|   | <b>Objective:</b><br>To investigate how the Odisha coastline is managed.<br>Opportunities and risks   |   |   |   |   |  |

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| <b>Assessment / Feedback Opportunities</b>  | Q and A<br>2022 Q3.4 (20 marks)   |  |
| <b>Knowledge &amp; Skills development</b>   | <ul style="list-style-type: none"> <li>• Research skills, secondary data collection, primary data collection,</li> <li>• census internet data retrieval/analysis</li> <li>• Summary report on change within Liverpool our “Near place”</li> </ul> |  |
| <b>Cultural Capital</b>   | <ul style="list-style-type: none"> <li>• Cultural research for Liverpool and India</li> <li>• Builds and enriches locational knowledge of coast</li> </ul>  |  |
| <b>SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance &amp; Respect)</b> | <ul style="list-style-type: none"> <li>• Spatial and global awareness of different environments</li> <li>• Appreciation of global coastal impacts of climate change</li> <li>• Community protection/engineering strategies</li> </ul>             |  |
| <b>Reading opportunities</b>  | <ul style="list-style-type: none"> <li>• MHS Geography Twitter page</li> <li>• News articles</li> <li>• Research materials, newspapers, brochures</li> </ul>  |  |
| <b>Key Vocabulary</b>   | All students provided with a glossary   |  |
| <b>Digital Literacy</b>   | <ul style="list-style-type: none"> <li>• MHS Geography Twitter page</li> <li>• census data</li> <li>• Digimaps, google earth</li> <li>• News articles</li> <li>• Website information retrieval/perception</li> </ul>                              |  |
| <b>Careers</b>  | Career opportunities based around this unit could relate to marine/environmental conservation, coastal engineering, geology, risk management and climate change   |  |